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ABSTRACT

This course guide in small animal care is designed to give students seeking employment in veterinary hospitals, kennels, or pet shops an opportunity to (1) develop basic skills in small animal handling, sanitation of housing, and nutrition, (2) acquire skills in dog and cat grooming, including shop operation, (3) develop attitudes which contribute to successful animal care and client rapport, (4) make use of various reference texts and other materials, and (5) establish correct safety habits. It is suggested that the course be presented three hours a day, five days a week for eight weeks. Following introductory material on job outlook and opportunities in the small animal care field, the guide includes six units: Basic Skills, Office Techniques, Kennel Operations, Animal Handling and Restraining, Grooming, and Technical Skills. The units are composed of from four to ten lessons, with each lesson including a lesson title, behavioral objective and corresponding teacher activity, student activity, estimated time, and, where applicable, related theory and concepts and visual aids. Supplementary diagrams and illustrations are included throughout the guide. (SH)

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State of New Jersey
Department of Education
Division of Vocational Education

Exploring Small Animal Care

Teachers Guide

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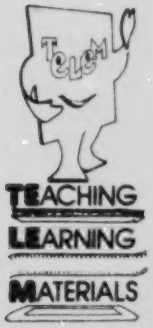

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INTRODUCTION

This course in Small Animal Care is designed to give students an opportunity to:

1. Develop basic skills in small animal handling, sanitation of housing, and nutrition.

2. Acquire the skills involved in dog and cat grooming, including shop operation.

3. Develop those attitudes which contribute to successful animal care and client rapport.

4. Make use of various reference texts, materials and handouts available in the classroom.

5. Establish correct safety habits necessary when working with small animals.

The course is intended for those students who are seeking employment in veterinary hospitals, kennels, grooming shops or pet shops. The exploratory course consists of three hours per day, five days per week, for eight weeks.

ACKNOWLEDGEMENTS

The author wishes to acknowledge credit for the life cycles of both external and internal parasites to Leon F. Whitney, D.V.M., author of *The Complete Book of Dog Care* and *The Complete Book of Cat Care*.

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Lesson 1 — Safety Procedures

Objectives: Given a copy of the ten safety rules of the shop, the student will be able to demonstrate and follow these rules, by receiving 100% correct answers on a quiz.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss and explain safety rules.	Discuss safety rules	20 min.	Read "Small Animal Care Safety Rules".	"Small Animal Care Safety Rules"
Demonstrate proper safety in the shop area.	Observe safety rules demonstrated	20 min.		Shop equipment and live dog.
Assign safety quiz.	Take written quiz			Safety quiz

SAFETY RULES

1. No fooling around at any time.
2. Animals can *only* be handled when authorized by instructor.
3. Cruel, inhumane, or reckless treatment of animals is prohibited.
4. *Always* move slowly when handling animals.
5. All animals must be on lead when not in cages or runs.
6. Student must attend animals at all times (tub, grooming table, examination tables, etc.).
7. No student is to use any equipment unless authorized by instructor.
8. All equipment must be signed out and signed in at the end of each session.
9. Any tampering with shop equipment, fire extinguishers, fan, or burglar system will result in immediate disciplinary action.
10. All foot wear should be appropriate for shop duties.

Lesson 2 — Anatomy of the Dog

Objectives: Given a drawing of external dog parts, each student will be able to identify and list twenty-five parts of the dog, including dangerous areas in grooming with 100% accuracy.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Distribute sketch of external dog parts. Explain the twenty-five parts of the dog, paying particular attention to the dangerous areas in grooming.	Study sketch and take notes	20 min.	Dog Standards Illustrated	Sketch of external dog parts
Using a live dog, point out parts and dangerous areas in grooming.	Observe and examine parts and dangerous areas of the live dog.			Live dog
Hand out blank diagram of dog parts as written quiz.	Write in answers on sketch.			Sketch of blank diagram of the dog

SAFETY QUIZ

1. What is the basic safety rule of the shop?

   _____

   _____

2. What is the first rule before handling any animal?

   _____

   _____

3. What are the four safety rules involved in handling and taking an animal from a cage?

   a. _____

   b. _____

   c. _____

   d. _____

4. What must you do before using any shop equipment?

   a. _____

   b. _____

5. What will happen if shop equipment is tampered with?

   _____

   _____

6. What type of footwear should be worn in the shop?

   _____

   _____

UNIT I – BASIC SKILLS

EDUCATIONAL PHILOSOPHY OF THE COURSE

A. Basic philosophy of the course in Small Animal Care

1. The course, of which this exploratory section is one part, is directed to one primary goal, gainful employment in the field of Small Animal Care. It shall correspond to the needs and qualifications required for the job skill on the market. The course shall be frequently examined and re-evaluated to keep up with modern techniques used in the field.

2. A well organized course in Small Animal Care offers opportunities to all persons. A well-rounded person should develop in working not only with animals, but fellow classmates and clientele as well. Since the course involves dealing with the public, this opportunity is provided.

3. The graduate of the course will be able to solve problems common to the vocation. This knowledge, along with the skills of the occupation will prepare him for entry in the field of Small Animal Care.

B. Objectives of the Philosophy

1. To prepare the student for gainful employment in the field of Small Animal Care. This is the first and foremost objective of the course.

2. The student will be a responsible workman, which in turn, will make him a responsible citizen.

3. Trained workers in Small Animal Care must be efficient and earn their salary. Their work must be acceptable in both quality and quantity.

4. The course will develop self-awareness in skills, thus providing leadership, so that management qualities will be developed.

JOB OUTLOOK AND OPPORTUNITIES

People who work in the field of Small Animal Care must be devoted to the care and well being of animals. They must be able to keep their heads under all circumstances that arise in order to be an effective worker. The job involves both pleasant and unpleasant tasks, from grooming to cleaning up feces.

Working conditions and incomes vary within the field of Small Animal Care. It has been my experience that a work week consists of a good 40 hours, and days worked may shift according to the job. Likewise, income varies with the type of job, but generally starting incomes may be between $92.00 to $125.00 (1976) per week for inexperienced help. For experienced help, incomes may range from $125.00 to $200.00 (1976) per week. Vacations and benefits are at the discretion of the employer.

Within the field of Small Animal Care, there are four separate areas the student may enter. In order of complexity, they are: kennelman, receptionist, groomer, and animal care technician.

Kennelman – The kennelman's [illegible] to manage and operate the kennel where the animals are kept. The person is responsible for maintaining cages, runs, equipment, and supplies in the kennel. All feeding, bathing, and assisting in animal treatments are done by the kennelman. In many cases, the kennelman's duties will extend to the front office where greeting clients and handling records may be required.

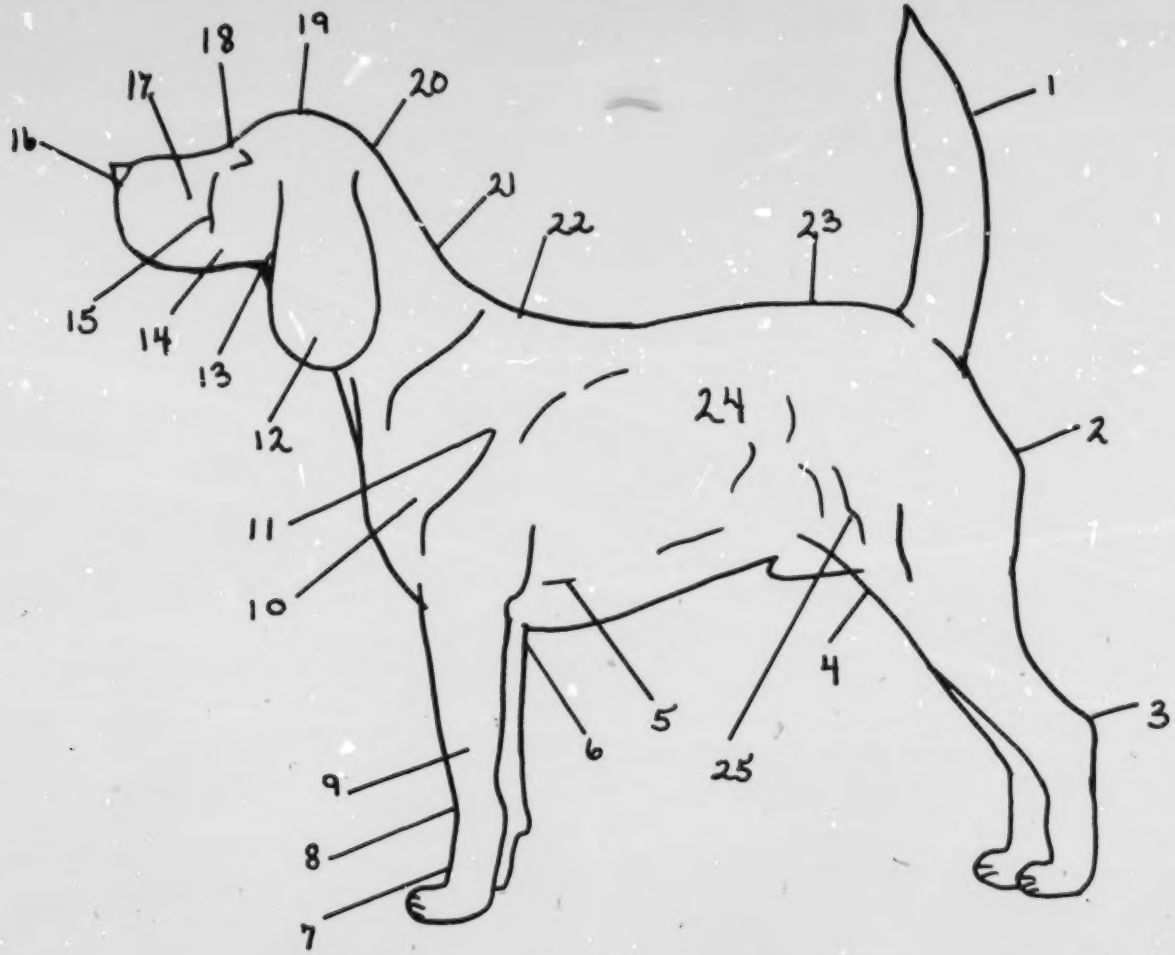
Receptionist – The receptionist may work either in a grooming shop, boarding kennel, or veterinary hospital. Her or his main duties are to greet clients, make appointments, keep client medical history cards, file, bill, and assist the veterinarian in examination rooms. Also, the receptionist is usually in charge of dispensing and filling prescriptions issued by the veterinarian.

Groomer – Professional groomers may either work for an employer of a grooming shop or in their own shop. The duties not only consist of grooming dogs and cats, but also include office duties as well. They may be required to schedule and make appointments, handle payments, and keep client history records. Professional groomers are experts in handling and restraining dogs and cats to be groomed and at knowing the overall outward condition of animals being groomed. Hours worked may be staggered depending on how efficient each groomer is and how much income is desired.

Animal Care Technician –

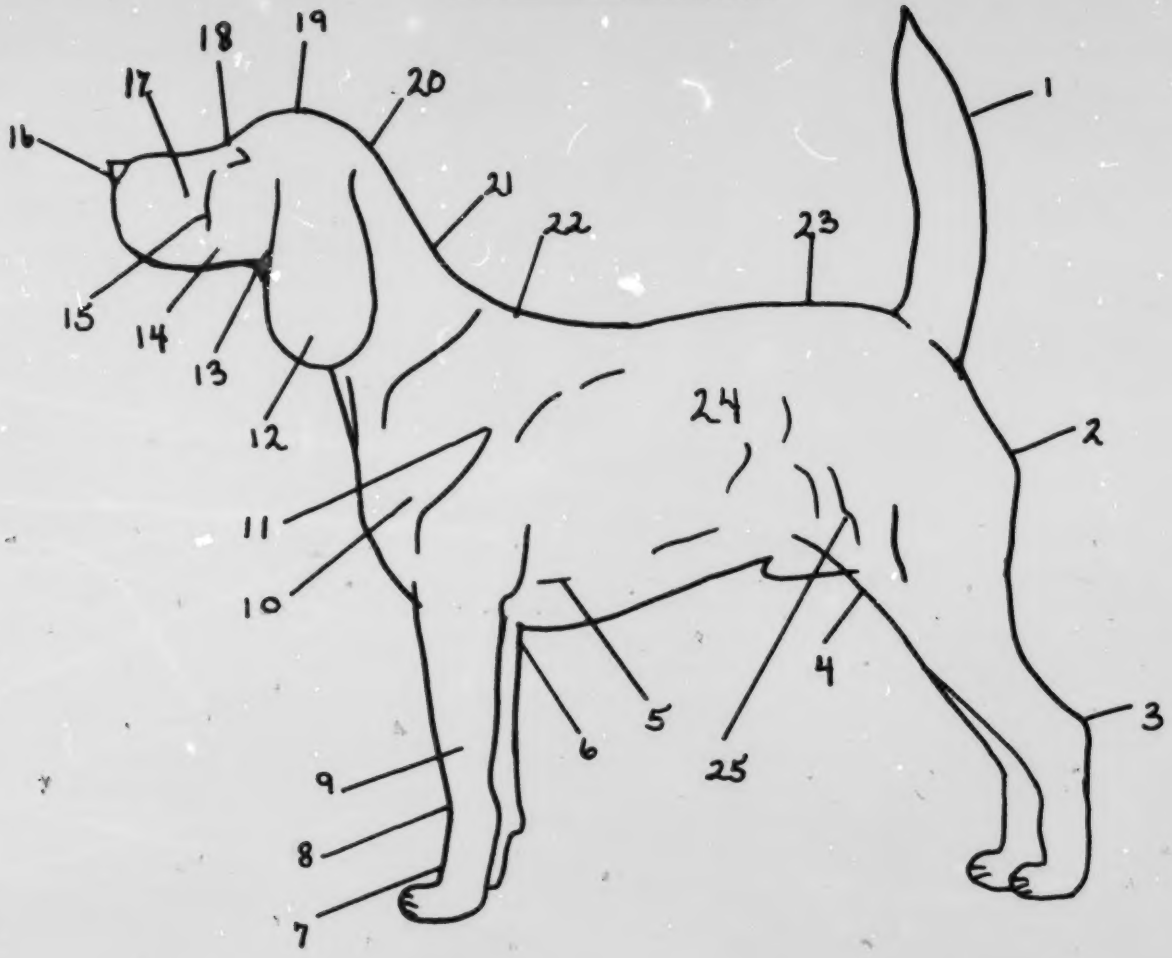
The animal care technician has greater technical skills than the kennelman and groomer. Emphasis is placed on more laboratory work than in the previous areas. He will have additional knowledge in anatomy and its functions through increased practical lab work. The student completing the program with this status will be equipped to enter a post-high school veterinary technicians program or be better qualified as an employee in a veterinary hospital.

PROFILE OF A DOG



1. Brush or flag
2. Point of rump
3. Hock
4. Stifle
5. Chest
6. Elbow
7. Pastern
8. Knee
9. Forearm
10. Point of shoulder
11. Shoulder
12. Ear or leather
13. Dewlap
14. Lips or Flews
15. Cheek
16. Nose
17. Muzzle
18. Stop
19. Skull
20. Occiput
21. Arch or chest
22. Withers or top of shoulders
23. Hip
24. Loin
25. Tuck

PROFILE OF A DOG QUIZ



Lesson 3 — **Dog Breed Identification**

Objectives:

1. Students will be able to give a brief background history of the dog on a written test with 60% accuracy.
2. Students will be able to list the six dog groups according to A.K.C. standards and the purpose of each on a written test with 70% accuracy.
3. Students will be able to list three breeds of dogs in each group and state the characteristics of each on a written test with 70% accuracy.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss brief history of the dog dating from its origin to the present.	Discuss and take notes	20 min.	*Encyclopedia of Dogs*	"Brief History of the Dog"
Discuss the six A.K.C. dog groups and the purpose of each.	Discuss and take notes.		*The Complete Dog Book* Purina *Handbook of Dogs*	"A.K.C. Dog Groups"
Discuss three breeds in each group pointing out the breed standards. Show live examples of each breed.	Point out fine points and faults of live dogs as you would do in a dog show.	2 hours	*The Complete Dog Book* *Dog Standards Illustrated*	"A.K.C. Dog Breeds"
Assign written test of dog breed identification according to A.K.C. standards of six dog groups and three breeds in each group.	Complete written test.	25 min.	*Handbook of Dog Care*	"Dog Breed Quiz"

BRIEF HISTORY OF THE DOG

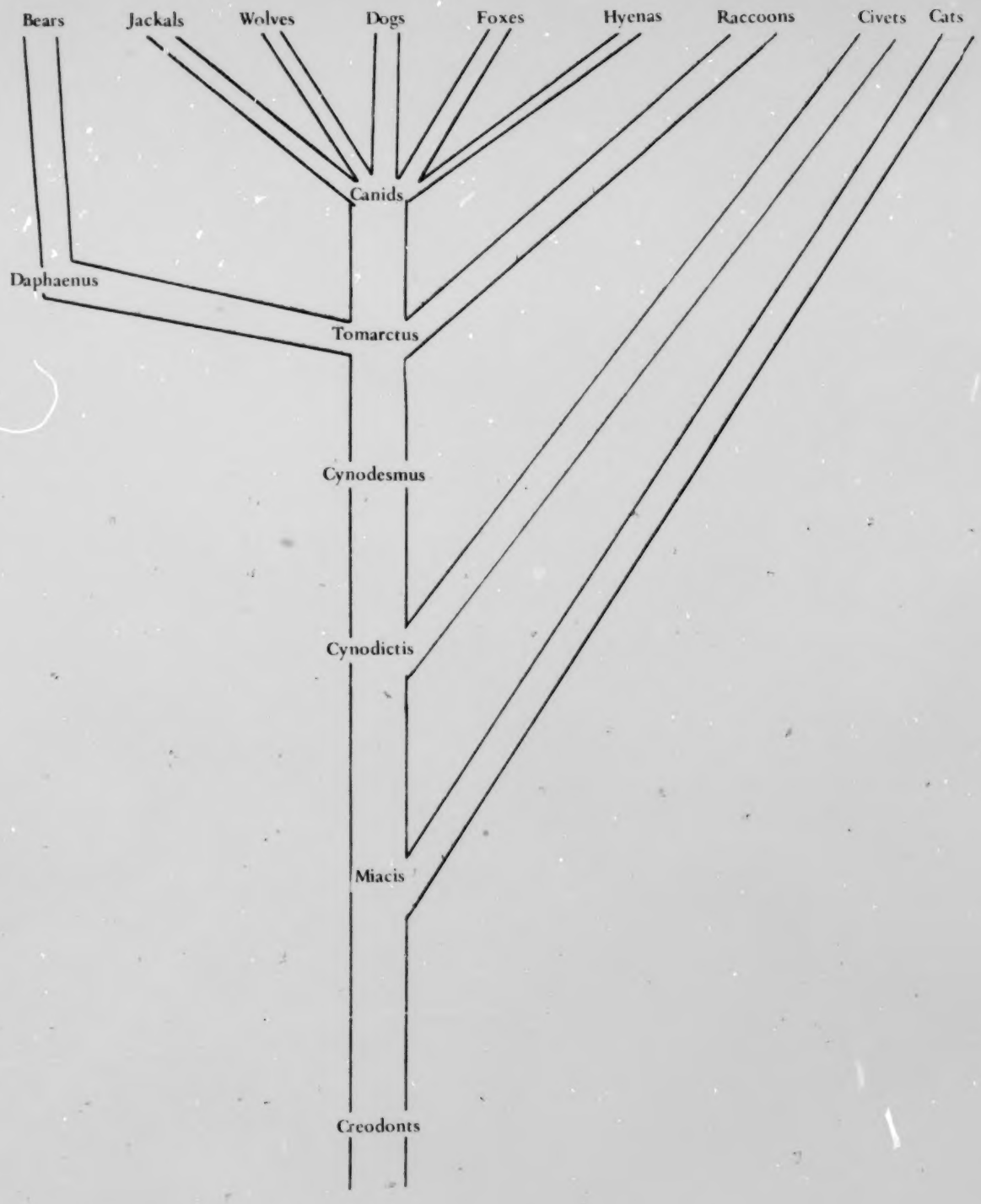
The dog's origin can be traced to the *Creodants* which were small flesh eating mammals. This period was known as the Cretaceous period of which belonged the dinosaurs. *Creodants* were very small – about the size of mice. Nevertheless they were mammals which have certain things in common. All give birth to live young which feed on a mother's breast. All are warm blooded and can maintain body temperature despite fluctuations in temperature around them. They have flexible skin, body hair, sweet glands, complex lungs, and hearts.

The end of the Cretaceous age was brought about by severe climatic change. Then the Eocene period came in which *Miacis* developed. *Miacis* was most like its descendents as we know them today. It had heavy, short legs; walked flat footed; and had toes. They are believed to have climbed trees and to have been den dwellers. Den dwellers are known to clean up after their young until they are able to crawl away and dispose of body waste outside. It is for this reason that dogs and cats can be housebroken.

The *Cynodicts* came next. There was a greater resemblance to the dog because its toes were shorter, webbed, and developed a short thumb which was to be the dew claw.

Then came the *Cyodesmus*, which were taller, followed by *Tomarctus*. *Tomarctus* was very dog-like and was the actual ancestor of the *Canids*, consisting of dogs and its relatives.

No one knows the direct ancestor of the dog. For behavioral reasons the wolf has been ruled out. Upon meeting, wolf and dog fight to the death. It is believed that the only way wolf-dog matings are possible is taking a wolf-pup from its mother before its eyes open and raising it with dog puppies.


Bears
Jackals
Wolves
Dogs
Foxes
Hyenas
Raccoons
Civets
Cats
Canids
Daphaenus
Tomarctus
Cynodesmus
Cynodictis
Miacis
Creodonts

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A.K.C. DOG GROUPS

1. **The Sporting Breeds** – Specialize in the finding and taking of game birds. Include the spaniels, smallest in stature; and the tall, keen nosed pointing breeds and the retrievers, who are rugged, expert swimmers, proficient at recovering fallen game on land or in water.

2. **The Working Breeds** – Ancestors protected flocks from wild animals and roving thieves, drove cattle to market, drew sleds across vast, snow-swept lands, or acted as guards for large estates. Many are adept today as herders, watch dogs, or leaders of the blind.

3. **The Hound Breeds** – Comprise the long-limbed coursing hounds, created for endurance, speed and keen vision; and the medium-sized and small tracking hounds, created to follow by scent almost anything that moves afoot, with diligence and patience. Probably the oldest breeds of dogs known to man.

4. **The Terrier Breeds** – Bold, alert dogs named after the Latin word earth, terra, into which they followed their quarry. In their various forms, the terriers became the assistant of the farmer, the game keeper, the huntsman, and the land owner. Also gained favor as a pet.

5. **The Toy Breeds** – The smallest dogs, created entirely for the purpose of pleasure and companionship. Some are exact miniatures of other breeds; and some stem from older types prized by royalty of ancient times. In spite of their small size, they are plucky and exceptionally long-lived.

6. **The Non-Sporting Breeds** – Various types with a wide range of backgrounds and characteristics. Some have survived as companion dogs after the disappearance of their original specialized work; others have always been valued chiefly as pets.

A.K.C. DOG BREEDS

The Sporting Breeds

Irish Setter
Gordan Setter
English Setter
Labrador Retriever
Golden Retriever
Flat-coated Retriever
Curly-coated Retriever
Chesapeake Bay Retriever

Pointer
German Shorthaired Pointer
Wirehaired Pointing Griffon
German Wirehaired Pointer
Weimaraner
Vizsla

Irish Water Spaniel
Sussex Spaniel
English Springer Spaniel
Field Spaniel
American Water Spaniel
Welsh Springer Spaniel
Clumber Spaniel
Brittany Spaniel
English Cocker Spaniel
Cocker Spaniel

A.K.C. DOG BREEDS

The Working Breeds

Mastiff
Bullmastiff
Great Dane
St. Bernard
Newfoundland
Great Pyenees
Kuvasz
Rottweiler
Doberman Pinscher
Bouvier des Flanders

German Shepherd
Belgian Sheepdog
Old English Sheepdog
Shetland Sheepdog
Belgian Tervuren
Bernese Mountain dog
Komondor
Briard
Collie (Rough)
Collie (Smooth)

Akita
Boxer
Giant Schnauzer
Puli
Standard Schnauzer
Pembroke Welsh Corgi
Cardigan Welsh Corgi
Siberian Husky
Samoyed
Alaskan Malamute

A.K.C. DOG BREEDS

The Hound Breeds

Irish Wolfhound
Borzoi
Scottish Deerhound
Afghan Hound
Greyhound
Saluki
Rhodesian Ridgeback

Black and Tan Coonhound
Otterhound
Bloodhound
American Foxhound
English Foxhound
Whippet
Norwegian Elkhound

Harrier
Beagle
Basset Hound
Basenji
Longhaired Dachshund
Wirehaired Dachshund
Smooth Dachshund

A.K.C. DOG BREEDS

The Terrier Breeds

Airedale Terrier
Bull Terrier
Kerry Blue Terrier
Irish Terrier
Welsh Terrier
Scottish Terrier
Australian Terrier
Manchester Terrier
Bedlington Terrier
Lakeland Terrier
Border Terrier
Cairn Terrier
Norwich Terrier
Sky Terrier

American Staffordshire Terrier
Soft-coated Wheaton Terrier
Dandie Dinmont Terrier
West Highland White Terrier
Fox Terrier (Wire)
Fox Terrier (Smooth)
Miniature Schnauzer
Sealyham Terrier

A.K.C. DOG BREEDS

The Non-Sporting Breeds

Chow Chow
Dalmation
Keeshond
Boston Terrier
Tibetan Terrier
Schipperke
Standard Poodle
Miniature Poodle
Bichon Frise
Lhasa Apso
Bulldog
French Bulldog

The Toy Breeds

Shih Tzu
Papillon
Japanese Spaniel
English Toy Spaniel
Miniature Pinscher
Pekingese
Pomeranian
Pug
Toy Poodle
Yorkshire Terrier
Silky Terrier
Toy Manchester Terrier
Brussels Griffon
Italian Greyhound
Affenpinscher
Maltese
Chihuahua (long coat)
Chihuahua (smooth coat)

DOG BREED QUIZ

I. List the six major categories of dogs and a brief description of each.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

II. List three breeds of dogs in each category.

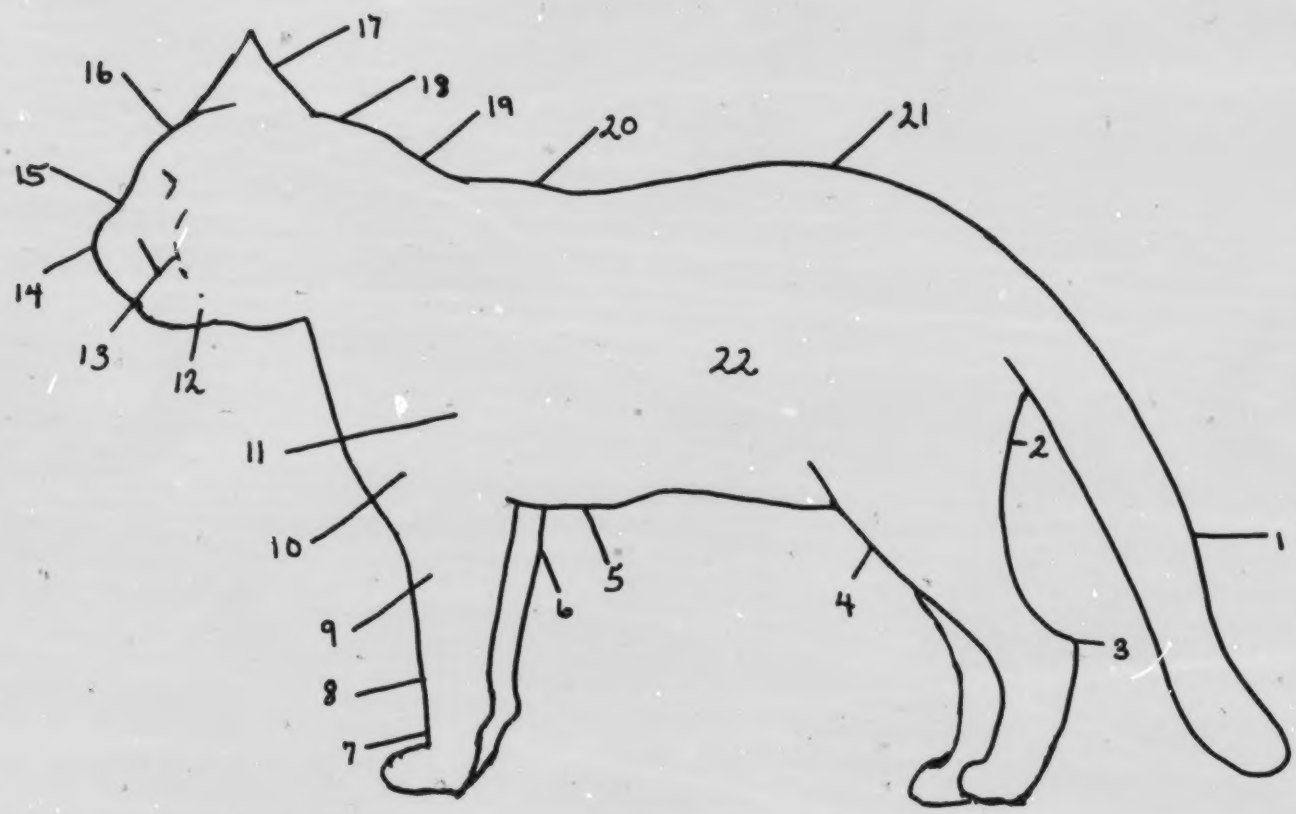
1. a. _____
   b. _____
   c. _____
2. a. _____
   b. _____
   c. _____
3. a. _____
   b. _____
   c. _____
4. a. _____
   b. _____
   c. _____
5. a. _____
   b. _____
   c. _____
6. a. _____
   b. _____
   c. _____

Lesson 4 **Anatomy of the Cat**

Objective: Given a sketch of external cat parts, students will be able to identify and list 25 parts of the cat with 100% accuracy.

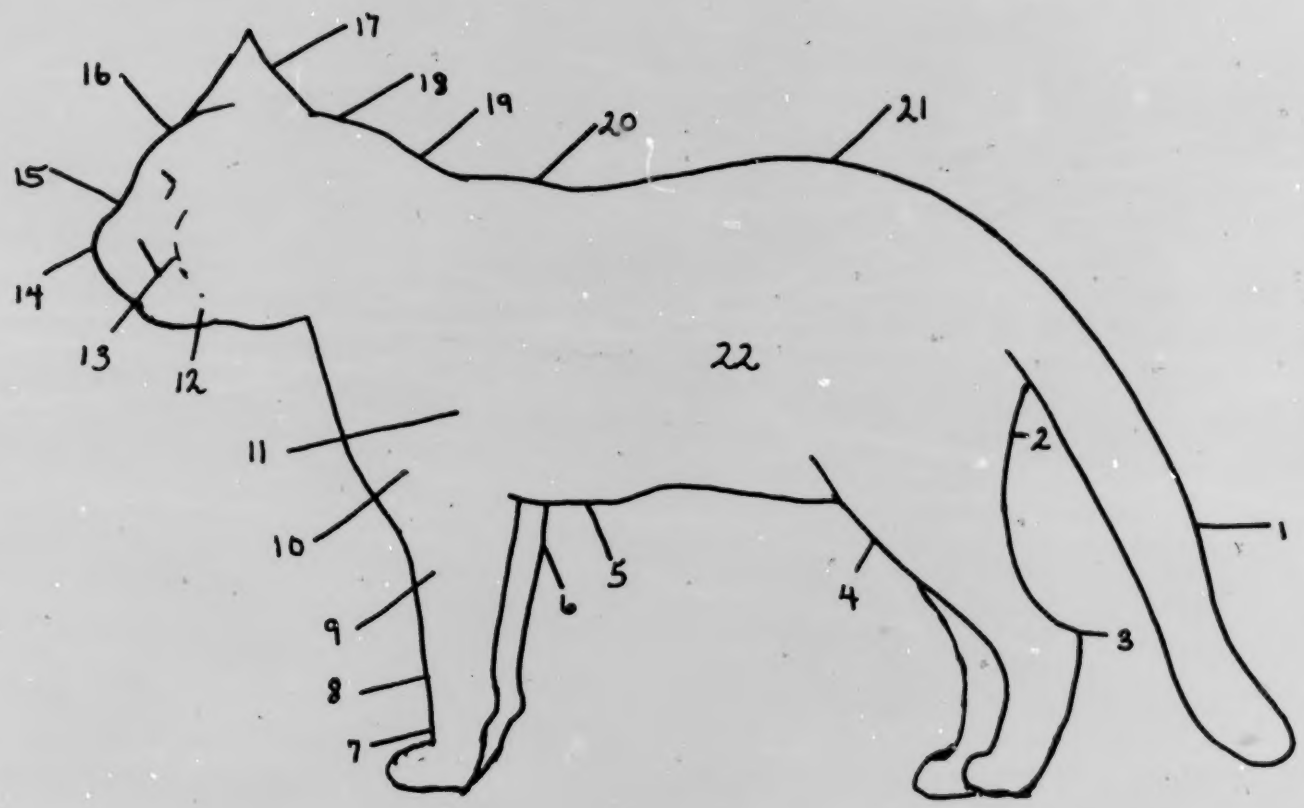
Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss and explain the twenty-five parts of the cat.	Discuss and take notes.	20 min.		Sketch of external cat parts
Using a live cat, point out parts and their function.	Observe and examine parts of the cat.	20 min.		Live cat
Assign written test of external parts of a cat.	Complete written test	20 min.		Anatomy of the Cat Quiz

PROFILE OF A CAT



1. Tail
2. Point of rump
3. Hock
4. Stifle
5. Chest
6. Elbow
7. Pastern
8. Knee
9. Forarm
10. Point of Shoulder
11. Shoulder
12. Lips or flews
13. Cheek and Muzzle
14. Nose
15. Stop
16. Skull
17. Ear
18. Occiput
19. Neck
20 Withers or Top of shoulders
21. Hip
22. Loin

PROFILE OF A CAT QUIZ



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Lesson 5 **Cat Breed Identification**

Objectives:

1. Students will be able to give brief background history of the cat on a written test with 60% accuracy.
2. Students will be able to list eight breeds of cats and the standards of each on a written test with 70% accuracy.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss brief history of the cat dating from its origin to the present.	Discuss and take notes.	20 min.	Purina *Handbook of Cat Care*	"The Brief History of the Cat"
Discuss eight breeds of cats and the standards of each. Use live examples, using two or more of the same breed so students may compare.	Discuss and examine cat breeds and judge which is the best standard of the breed.	2 hours	*The Complete Book of Cat Care* *Handbook of Cat Care*	"Cat Breeds," live cats, and field trip to cat show.
Assign written test of cat breed identification including brief history.	Complete written test.	25 min.		"Cat Breed Test"

THE BRIEF HISTORY OF THE CAT

We have already seen that the cat directly descended from *Miacis,* and like the dog, its final domestication is uncertain. However, there are a number of theories to explore.

It is believed by the experts that the original domesticated cat was a result of crossbreeding between smaller jungle cats and desert cats of Africa, Asia, and India. These cats looked identical in appearance to today's pedigreed Abyssinian. Unlike the theories of the wolf-dog matings which probably did not take place, it is believed that the wild cat does interbreed with the domestic cat.

In early years of the Egyptians, there were many theories and superstitions of the cat being supernatural. For this reason the cat was treated as royalty and many stories evolved of special powers of cats. Many people of royalty would have their cats embalmed after death; they even embalmed mice so that the cat would have food on his way through the underworld. Whole towns would go into mourning when cats of kings and queens died.

More recently the cat's popularity has been attributed to Britain and Harrison Weir, who organized the first cat show and gave us the first point standards of which to breed in the 1880's.

CAT BREEDS – GREAT BRITAIN

Long-Haired Cats

Black
White with Blue Eyes
White with Orange Eyes
Blue
Red Self
Cream
Smoke
Tortoiseshell
Tortoiseshell and White
Blue Cream
Bicolored
Brown Tabby
Red Tabby
Silver Tabby
Chinchilla
Colorpoint
Birman Cat (Sacred Cat of Burma)
Any other color

Short-Haired Cats

British

Black
White with Blue Eyes
White with Orange Eyes
British Blue
Cream
Tortoiseshell
Tortoiseshell and White
Tabbies:
- Brown
- Silver
- Red
- Mackerel (any other variety)

Spotted
Blue Cream
Bicolored
Manx

Foreign

Russian Blue
Abyssinian Normal
Abyssinian Red
Burmese
Burmese Blue
Chestnut Brown Foreign
Siamese:
- Seal Point
- Blue Point
- Chocolate Point
- Lilac Point
- Tabby or Lynx Point
- Any other color

Red-Point (Siamesetype)
Cornish Rex-Coated (Gene 1)
Devon Rex-Coated (Gene 2)

CAT BREEDS – UNITED STATES

The American Standards are slightly different, as also the subdivisions:

Long-Hair	Short-Hair
Solid color cats:	Domestic Short-hair
White	Manx
Black	Abyssinian
Blue	Burmese
Cream	Russian Blue (Maltese)
Red	Rex
Peke-Faced Red	Siamese:
Tabby and Tortie:	Seal Point
Brown Tabby	Chocolate Point
Tortoiseshell	Blue Point
Tortoiseshell-Peke-Faced	Frost Point or Lilac Point
Calico (Tortie and White)	Red Point
Blue Cream	Lynx Point
Silver	
Chinchilla Silver Tabby	
Shaded Silver	
Blue and Black Smoke	
Minalayan	
Maine Coon Cat	

CAT BREEDS – THE BURMESE

As in many animal breedings, the Burmese has no real evidence of originating in Burma. In full maturity the body should be a solid color of rich, dark, seal-brown, shading to slightly lighter on chest and belly. No white or tabby markings. Ears, mask, and points are only slightly darker than back coat color. Awards should be withheld from mature cats showing decided contrast between coat color and point. In kittens and young cats, all colors may be slightly lighter with greater contrast allowed between coat color, mask and points.

The body should be medium in size, dainty and long, neck long and slender, legs proportionately slim, hind legs slightly higher than front, feet small and oval in shape, and the tail long and tapering to a point. Slight kink at the extreme tip only is permissible.

CAT BREEDS – THE RUSSIAN BLUE

Originating in Russia and developed in Britain, the Russian Blue had its name changed a number of different times. However, because the breed could not thoroughly be developed by man-made crosses, the Governing Council in England reinstated them as "Russian Blues" in 1948. The Russian Blue cat differs essentially from the ordinary British Short-hair, being lithe, long, and snaky, fine in bone with a decidedly longish face and narrowish skull, while the ears are rather large and pointed. The primary feature which distinguishes it from all other cats, blue or otherwise, is the coat, which is short, close and lustrous, and of a sealskin-like texture. The Russian Blue is also longer in the leg than the British Blue.

CAT BREEDS – THE SIAMESE

The Siamese cat should be beautifully balanced with head, ears and neck carried on a long body, supported on fine legs and feet with a tail in proportion. The head and profile should be wedgeshaped, neither round nor pointed. The mask should be completely connected by tracings with the ears (except in kittens). The eyes are a deep blue; a green tinge is considered a fault. Expression is alert and intelligent. A white toe or toes automatically disqualify an exhibit. It is important to note that the standard with regard to type and shape is the same for all Siamese cats. Contrary to popular opinion, the show standard does not require cross eyes or a kink at the end of the tail.

CAT BREEDS – THE ABYSSINIAN

Like many other breeds the origin of this cat is hard to pinpoint. As we have seen, there were many Egyptian paintings and murals which looked very much like this breed. They have been popular in Britain since the late 1800's. It was not until the 1930's that it became popular in America.

The color and type is ruddy brown, ticked with black or dark brown, double or treble ticking – that is two or three bands of color on each hair preferably to single ticking. There are no bars or other markings except that a dark spine line will not militate against an otherwise good specimen. Inside of forelegs and belly, there should be a tinge to harmonize well with the main color, the preference being given to orange-brown. The head is long and pointed, ears sharp, comparatively large, and broad at base.

CAT BREEDS – THE DOMESTIC SHORTHAIR

At first glance the Domestic Shorthair seems to be an ordinary alley cat with no possibility of any value. This is far from the fact. The Domestic Shorthair has as strong a pedigree as any other and must conform to type in shows. They come in many colors and the show standard is that of powerfully built cat showing good depth of body. The chest is full and broad; the tail is thick at base; and the legs are of good substance and in proportion to the body. The head is broad with cheeks especially well developed in the male; and the nose and face are medium short with eyes set wide apart. The muzzle should not be as short as the longhairs.

CAT BREEDS – THE MAINE COON

This cat is a newly recognized breed in the United States. Its obvious origin is that of Maine by way of ships from Turkey. It is falsely believed because of biological reasons to have mated with raccoons.

The type is that of a very large powerful cat with rings around the tail. They are bigger than ordinary cats with full coats not quite as long as that of the longhairs.

The behavior of the Coon cats is also markedly different than that of other cats. They will pick a very high place to sleep rather than being content to sleep near or on the ground. This is another similarity to the raccoons, which are avid climbers.

CAT BREEDS – THE MANX

This tailless cat is famous for being bred in the Isle of Man. It is very difficult, however, to breed Manx cats without having stubs or with tails. Manx bred to Manx may carry a lethal gene, resulting in death to kittens. Tailless cats are born from cats with tails as well as those with half-tails and stumps.

The Manx has a rabbit-like gait which legends claim resulted from rabbit crossing, which is impossible. Other theories are that the tailless cats developed from a mutation.

The standard calls for taillessness, height of hind-quarters, shortness of back, and depth of flank in a Manx cat. The Manx has a rabbity or hopping gait. The coat is what is termed "double" namely, soft and open like that of a rabbit, with a soft, thick undercoat. That is another essential, and great attention should be paid to roundness of rump – as round as an orange is ideal.

CAT BREEDS – THE LONGHAIR

The origin of the longhair is uncertain, and there are tales of mating with wild cats of Europe. The first longhairs were brought to Europe from Angora about 300 years ago. They had smaller heads, large ears, and longer noses than those of today. Other longhairs came from Persia. They had larger heads, smaller rounded ears, tufts, larger eyes, big frills around the head, and shorter, fuller tails.

The American longhair standard calls for a cat of cobby type – low on the legs, deep in the chest, massive across the shoulders and rump, and with a short well-rounded middle piece. The cat should be large or medium, but there should be no sacrifice of quality for the sake of mere size. The head should be round and massive with great breadth of skull. It should be well set on a neck that is not too long.

CAT BREED TEST

1. Give brief history and background origin of the cat.

2. List eight breeds of cats depicting longhair or shorthair cats and the basic characteristics of each.

UNIT II – OFFICE TECHNIQUES

Lesson 1 — **Appointment Making**

Objective: Given an appointment book, students will be able to make appointments for clients whose animals are coming into the shop with 85% accuracy.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss and demonstrate proper procedure for appointment making, including proper technique in client rapport by role playing.	Discuss and practice making appointments using proper techniques in client rapport by role playing.	15 min discussion 30 min. practice		Appointment form

Thursday October 14 (288)			Friday October 15 (289)			Saturday October 16 (290)		
8	00 15 30 45		8	00 15 30 45		8	00 15 30 45	
9	00 15 30 45		9	00 15 30 45		9	00 15 30 45	
10	00 15 30 45		10	00 15 30 45		10	00 15 30 45	
11	00 15 30 45		11	00 15 30 45		11	00 15 30 45	
12	00 15 30 45		12	00 15 30 45		12	00 15 30 45	
1	00 15 30 45		1	00 15 30 45		1	00 15 30 45	
2	00 15 30 45		2	00 15 30 45		2	00 15 30 45	
3	00 15 30 45		3	00 15 30 45		3	00 15 30 45	
4	00 15 30 45		4	00 15 30 45		4	00 15 30 45	
5	00 15 30 45		5	00 15 30 45		5	00 15 30 45	
	00 15 30 45			00 15 30 45			00 15 30 45	
	00 15 30 45			00 15 30 45			00 15 30 45	

1977 Appointment Log now ready. Reorder blank back fly leaf

Lesson 2 **Recording Client History Cards**

Objective: Given a blank chart history card, students will be able to properly record information requested from client with 85% accuracy.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and reasons for keeping client history cards.	Discuss and take notes	10 min.		Sample client history card.
Demonstrate how to properly record client history card, including good client rapport.	Practice recording client history cards.	15 min.		Client history cards

CLIENT HISTORY CARD

Name _____ Telephone _____ Date _____

Address _____
Street City State Zip

Breed: _____ Color: _____ Name: _____ Sex: _____ Age: _____

Date	Comments	Fee	Balance

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Lesson 3 — **Cage Identification Cards**

Objective: Given a blank cage identification card, students will be able to record information requested on the card from client history card with 85% accuracy.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of cage identification cards.	Discuss and take notes.	10 min.		Sample cage identification card
Demonstrate how to properly record information requested on cage identification cards.	Practice recording information requested on cage identification card.	15 min.		Cage identification cards

CAGE IDENTIFICATION CARD

Owner _____ Date _____

Breed _____

Name _____

Sex _____

In _____ Out _____

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Lesson 4 **Filing System**

Objective: Given client history cards, students will be able to tabulate and file cards with 85% accuracy.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of keeping a proper and orderly filing system.	Discuss and take notes	10 min.		Field trip to animal hospital
Demonstrate proper procedure in tabulating and filing client history cards.	Practice filing client history cards	15 min.		Client history cards and filing cabinet

UNIT III – KENNEL OPERATIONS

Lesson 1 — **Cage Sanitation and Disinfecting**

Objective: Given a sponge mop, bucket, germicidal detergent, and towel, students will be able to completely clean and wipe dry a cage.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of sanitizing and disinfecting animal cages.	Discuss and take notes.	10 min.		Field trip to boarding kennel.
Demonstrate correct mixture of germicidal detergent.	Correctly mix detergent	5 min.		
Demonstrate proper procedure for washing and drying animal cages.	Practice washing and drying cages.	10 min.		

Lesson 2 — Dog Run Sanitation and Disinfection

Objective: Given a scooper, sponge mop, bucket, germicidal detergent, and hose, students will be able to completely clean dog runs with 85% accuracy.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of sanitation and disinfection of dog runs.	Discuss and take notes.	10 min		Field trip to boarding kennel.
Demonstrate correct mixture of germicidal detergent.	Practice correct mixing of germicidal detergent.	5 min.		
Demonstrate correct procedure for scooping and washing of dog runs.	Practice scooping and washing dog runs.	25 min.		

Lesson 3 — **Water Bowl Sanitation and Disinfection**

Objective: Given a wash tub, sponge, germicidal detergent, and towel, students will be able to completely clean and dry water bowls satisfactorily.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of sanitation and disinfection of water bowls.	Discuss and take notes.	10 min.		
Demonstrate correct mixture of germicidal detergent.	Practice correct mixing of germicidal detergent	5 min.		
Demonstrate correct procedure for washing and drying water bowls.	Practice washing and drying water bowls.	15 min.		

Lesson 4 — **Grooming and Examination Table Sanitation**

Objective: Given a sponge, bucket, germicidal detergent, and towel, students will be able to correctly and completely clean and dry grooming and examination table satisfactorily.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of sanitizing and disinfecting grooming and examination tables.	Discuss and take notes .	10 min.		
Demonstrate correct mixture of germicidal detergent	Practice correct mixing of germicidal detergent.	5 min.		
Demonstrate correct procedure for washing and drying grooming and examination tables.	Practice washing and drying grooming and examination tables.	15 min.		

Lesson 5 — **Floor Sanitation and Disinfection**

Objective: Given a pushbroom, dust pan, bucket, mop, and germicidal detergent, students will be able to correctly and completely clean floor.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of floor sanitizing and disinfecting.	Discuss and take notes.	10 min.		
Demonstrate correct mixture of germicidal detergent.	Practice correct mixing of germicidal detergent.	5 min.		
Demonstrate correct procedure for sweeping and washing floor.	Practice washing and sweeping floor.	20 min.		

UNIT IV – ANIMAL HANDLING AND RESTRAINING

Unit IV – Animal Handling and Restraining

Lesson 1 — **Dog Handling**

Objectives:

1. Given a leather lead, students will be able to securely remove dogs from cages and put in runs satisfactorily.
2. Given a leather lead, students will be able to secure a loose dog in the kennel satisfactorily in five minutes.
3. Given a leather lead, students will be able to correctly lift a dog with 75% accuracy.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of correct dog handling.	Discuss and take notes.	10 min.		Field trip to animal hospital
Demonstrate correct procedure for securely removing dogs from cages and putting them in runs.	Practice removing dogs from cages and putting them in runs.	30 min.		
Demonstrate correct procedure for securing loose dogs in the kennel.	Practice securing loose dogs in the kennel.	15 min.		
Demonstrate correct procedure for lifting dogs.	Practice lifting dogs.	10 min.	*U.F.A.W. Handbook*	

Lesson 2 — **Dog Restraining**

Objectives:

1. Given a leather lead, students will be able to securely restrain a dog.
2. Given a gauze bandage, students will be able to make a secure muzzle satisfactorily.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of correct dog restraint.	Discuss and take notes.	10 min.	*U.F.A.W. Handbook*	Gauze bandage
Demonstrate various means of dog restraint.	Practice restraint methods.	25 min.	*The Complete Book of Dog Care* *U.F.A.W. Handbook*	
Demonstrate correct method for making a muzzle.	Practice making muzzles.	15 min.	*U.F.A.W. Handbook* *The Complete Book of Dog Care*	

Lesson 3 — **Cat Handling**

Objective: Students will be able to correctly remove and hold a cat from its cage.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of correct cat handling.	Discuss and take notes.	10 min	*The Complete Book of Cat Care* *U.F.A.W. Handbook*	
Demonstrate correct method of cat handling and removing from cages.	Practice removing and holding cats.	15 min.	*The Complete Book of Cat Care* *U.F.A.W. Handbook*	

Lesson 4 — **Cat Restraining**

Objective: Students will be able to correctly and securely restrain cats for examination.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of correct cat restraint.	Discuss and take notes.	10 min.	*Complete Book of Cat Care* *U.F.A.W. Handbook*	
Demonstrate various methods of restraint.	Practice methods of restraint.	20 min.	*Complete Book of Cat Care* *U.F.A.W. Handbook*	

Lesson 5 **Rabbit Handling**

Objective: Students will be able to remove rabbits from cages and securely hold for examination.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of correct rabbit handling.	Discuss and take notes.	10 min.	*Rabbits*	
Demonstrate correct method of rabbit handling in removing them from cages for examination.	Practice removing rabbits from cages and holding them for examination.	15 min.	*U.F.A.W. Handbook*	

UNIT V – GROOMING

Lesson 1 **Grooming Tool Identification**

Objective: Given a handout of grooming tool identification and uses, students will be able to list and describe the tools used in dog and cat grooming with 70% accuracy.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the need and importance for knowing the grooming tools and their uses.	Discuss and take notes.	10 min.	*The Complete Book of Dog Care*	"Grooming Tools" Field trip to grooming shop
Demonstrate the use of various brushes, combs, nail trimmers, and clippers in dog and cat grooming.	Practice correct use of grooming tools.	1 hour	*All Breed Dog Grooming Guide*	
Written test of grooming tool identification and uses.	Complete written test.	25 min.		"Grooming Tool Test"

GROOMING TOOLS

Matting Comb – A heavy comb with wide teeth used for removing mats from long-haired breeds.

Finishing Comb – This is a regulation sized comb with about 62 teeth of which half are medium size and half fine. It is used on all breeds and cats.

Wire Slicker Brush – A wire brush made in various sizes used for removing dead hair and dematting on all breeds.

Universal Slicker Brush – A curved wire brush used specifically for dematting.

Pin Brush – An oval brush used for regular brushing and dematting of long-coated dogs.

Rubber Brush – A round or rectangular brush used on short-coated breeds for removing dead hair.

Shedding Brush – A metal blade with leather handles on each end when clasped together forms an oval. Used on breeds which shed excessively as the German Shepherd and Siberian Husky.

Nail Clippers – There are many types of nail clippers of which we will use two. First, is the quillotine – type used for small and medium-sized dogs. Second, is the scissors or pliers-type used for large dogs and hard nails.

Cage Dryer – Used to dry an animal inside a cage and is placed on the door.

Floor Dryer – A high speed blow dryer used to fluff dry a long-coated dog. Never used on *hot* setting.

Hemostat – A stainless steel scissor-like clamp used to clean and pluck hair from ears.

GROOMING TOOL TEST

1. What type of nail clipper is used on large or very hard nails?

   _____

2. Which dryer would be used in drying a poodle?

   _____

3. What type of brush is used on short-coated breeds like the Doberman?

   _____

4. Which comb is used for removing mats from long-coated breeds like the Afghan?

   _____

5. Which brush is used for removing dead hair and dematting on all breeds?

   _____

6. Which comb is used for all breeds and on cats?

   _____

7. Which brush is used specifically for dematting?

   _____

8. Which brush is used for regular brushing and dematting of long-coated breeds?

   _____

9. What tool would you use on breeds that shed excessively?

   _____

10. What setting should you *never* put the dryers on?

    _____

Lesson 2 — **Nail Trimming and Filing**

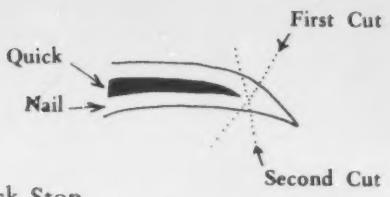
Objectives:

1. Given a nail trimmer and blood coagulator, students will be able to trim nails back to just before blood vessel satisfactorily.
2. Given a nail file, students will be able to file nails smooth satisfactorily.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of trimming and filing animals' nails.	Discuss and take notes.	10 min.	*Complete Book of Dog Care* *Complete Book of Cat Care*	"Nail Trimming and Filing"
Demonstrate technique of nail trimming and use of blood coagulator.	Practice trimming nails and using blood coagulator.	30 min.	*All Breed Dog Grooming Guide* *Complete Book of Cat Care*	
Demonstrate technique of nail filing.	Practice filing nails.	30 min	*All Breed Dog Grooming Guide*	

NAIL TRIMMING AND FILING

Sketch or Drawing:



Materials: Sponge swab, Kwick Stop

Tools and equipment: Grooming table with post and loop; Resco nail trimmer, pedicure file.

Procedure:

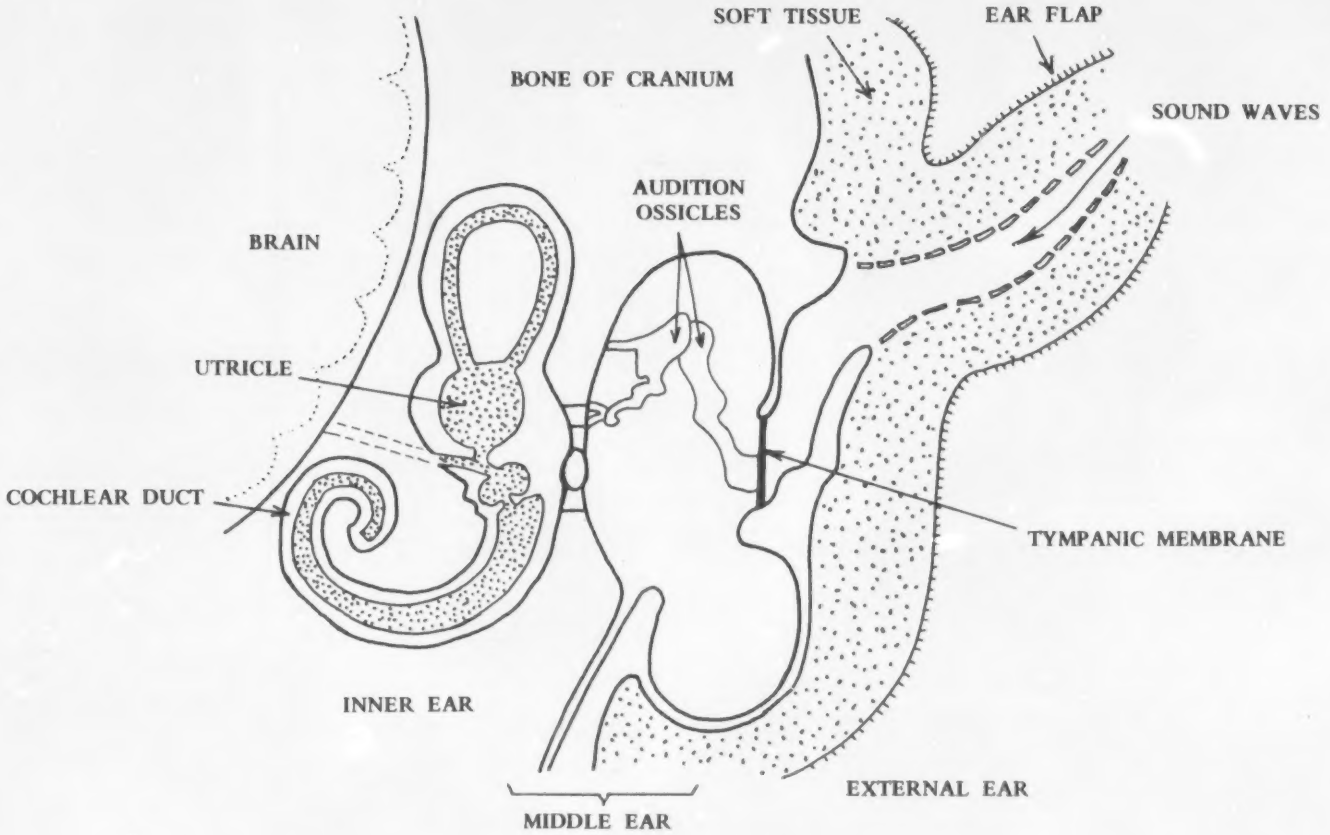
1. Place dog on table with head in loop and adjust to size.
2. If nail is white, look for quick and cut straight up for first cut just before quick.
3. Second cut will be made on angle as in above sketch.
4. If nail is black cut off a little at a time until you near quick then cut angle.
5. If you hit quick, put Kwick Stop on end of finger and push on nail to stop bleeding.
6. Use a pedicure file to smooth out the cut and only file in one direction. Never use a back and forth motion.

Lesson 3 — **Ear Cleaning**

Objective: Given hemostadt, cotton swab, peroxide, alcohol and ear powder, students will be able to clean all dirt and wax from a dog's or cat's ear satisfactorily.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of cleaning dogs' and cats' ears.	Discuss and take notes.	10 min.	*The Complete Book of Dog Care*	
Discuss parts and their function of the dog's ear.	Discuss and take notes	15 min.	*The Encyclopedia of Dogs*	"Diagram of Dog Ear"
Demonstrate method of cleaning dogs'and cats' ears.	Practice cleaning dogs and cats ears.	30 min.		"Ear Cleaning"

DIAGRAM OF DOG EAR



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EAR CLEANING

Sketch or drawing:

Refer to large diagram.

Materials: Cotton, peroxide, ear powder.

Tools and equipment: Grooming table with post and loop; hemostat.

Procedure:

1. Place animal on table with head in loop if dog.
2. If hair must be plucked from canal, place small amount of powder in canal, so that hair can be grabbed with hemostats. Pluck out hairs.
3. Using cotton and fingers, place small amount of peroxide on cotton and ream out as much of the ear as possible with fingers.
4. Clasp small amount of cotton with hemostat and wrap around to form swab.
5. Holding ear upright place swab in ear canal and twist slowly. Do *not* push down hard.
6. Swab out all crevices in outside ear.
7. Never use cotton on one ear that you used in previous ear as you may transfer infection.
8. When clean, put small amount of ear powder in canal to dry up any moisture.

Lesson 4 **Tooth Care and Cleaning**

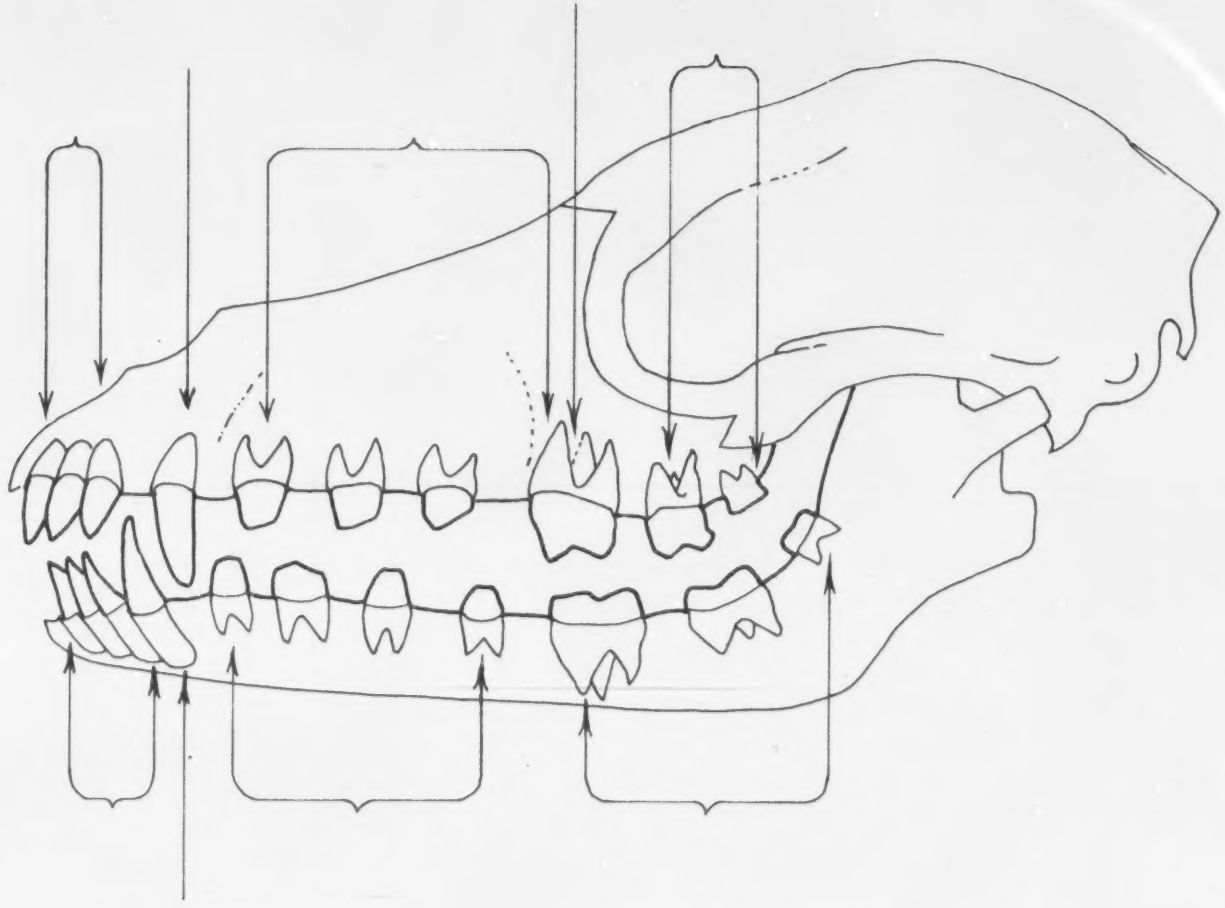
Objectives:

1. Given a diagram of dog teeth, students will be able to label teeth on a written test with 70% accuracy.
2. Given a tooth scaler, students will be able to scale loose tartar satisfactorily.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of correct tooth care and cleaning of dogs and cats.	Discuss and take notes	10 min.	*Complete Book of Dog Care* *Complete Book of Cat Care*	
Using overhead transparency, label teeth.	Label teeth on ditto.	10 min.	*Encyclopedia of Dogs*	"Diagram of Dog Teeth"
Demonstrate correct procedure in tooth scaling on dogs and cats.	Practice scaling dog and cat teeth.	45 min.		
Written test of labeling diagram of dog teeth.	Complete written test.	25 min.		"Diagram of Dog Teeth"

DIAGRAM OF DOG TEETH

Below right: Dentition of the dog. There are twenty teeth in the upper jaw and twenty-two in the lower one. The last and largest of the upper premolars is called the carnassian tooth.



Lesson 5 **Combing Out Cats**

Objective: Given a steel finishing comb, students will be able to remove all mats, tangles, and dead hair from cats satisfactorily.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of combing out cats with special attention to skin care.	Discuss and take notes.	10 min.	*The Complete Book of Cat Care*	
Demonstrate correct method of combing out cats, focusing on mat and tangle removal.	Practice combing out cats.	1 hour		

Lesson 6 — **Combing Out Dogs**

Objective: Given a steel mat and a finishing comb, students will be able to remove all mats, tangles, and dead hair from dogs satisfactorily.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of combing out dogs with special attention to skin care.	Discuss and take notes.	10 min.	*The Complete Book of Dog Care*	
Demonstrate correct method of combing out dogs, focusing on undercoat and mats and tangles.	Practice combing out dogs.	2 hours	*The All Breed Dog Grooming Guide*	

Lesson 7 **Brushing Out Dogs**

Objective: Given the proper brush, depending on length of hair, students will be able to remove all dead hair from dogs satisfactorily.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of brushing out dogs with special attention on the proper brush to use.	Discuss and take notes.	10 min.		
Demonstrate correct method of brushing out dogs.	Practice brushing out dogs.	2 hours	*All Breed Dog Grooming Guide*	

Lesson 8 **Bathing**

Objective: Given a bowl, sponge, scrub brush, and shampoo, students will be able to thoroughly wash small animals satisfactorily.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance for bathing small animals and how often.	Discuss and take notes.	20 min.	*The Complete Book of Dog Care.* *The Complete Book of Cat Care*	"Small Animal Bathing"
Demonstrate correct method of washing small animals, with particular attention to care of eyes and ears and of the mixing of shampoos.	Practice washing small animals.	2 hours	*All Breed Dog Grooming Guide*	

SMALL ANIMAL BATHING

Materials: Shampoo, eye dropper

Tools and Equipment: Sponge, scrub brush, bowl, tub and spray hose.

Procedure:

1. Mix shampoo
2. Apply eye drops.
3. Place animal in tub with head in loop if a dog.
4. Thoroughly wet down animal starting from the rear working forward. Pay attention to eyes and ears.
5. Apply shampoo with sponge and scrub in with brush.
6. Rinse and repeat.
7. Make sure second rinse is thorough and *NO* soap is left on animal as it will irritate skin.
8. Squeeze off excess water with hands.

Lesson 9 — Dipping and Dusting of Insecticides

Objectives:

1. Given insecticide, students will be able to thoroughly and correctly dust small animals completely.
2. Given the insecticide, students will be able to thoroughly and completely dip small animals.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of safe and correct use of insecticides pointing out dangers to animals.	Discuss and take notes	10 min.	*Complete Book of Dog Care* *Complete Book of Cat Care*	
Demonstrate correct method of dusting small animals with particular attention to sensitive areas.	Practice dusting small animals.	30 min.		
Demonstrate correct mixture of insecticides with water and the method used in applying it to small animals.	Practice dipping small animals.	1 hour	*Complete Book of Dog Care* *Complete Book of Cat Care*	

Lesson 10 — Drying Small Animals

Objective: Given towels, dryers, and brushes, students will be able to thoroughly and completely dry a wet animal.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of drying small animals.	Discuss and take notes.	10 min.	*Complete Book of Cat Care* *Complete Book of Dog Care*	
Demonstrate various dryers and methods used in drying small animals.	Practice drying small animals.	2 hours	*All Breed Dog Grooming Guide*	

UNIT VI – TECHNICAL SKILLS

Lesson 1 — **Feeding and Nutrition**

Objectives:

1. Students will be able to repeat verbally the importance of a balanced diet and water intake with 75% accuracy.

2. Given the calorie requirement chart, feed, bowl and water, students will be able to calculate feeding requirements of small animals with 70% accuracy.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of correct nutrition and balanced diet for small animals.	Discuss and take notes.	15 min.	*Collins Guide to Dog Nutrition.* *Complete Book of Cat Care*	
Explain the use of calorie requirement chart.	Practice feeding calculations.	30 min.		Calorie Requirement Chart
Demonstrate preparation of feed and feeding methods.	Practice preparing food.	2 hours	*Collins Guide to Dog Nutrition* *Complete Book of Cat Care*	

Lesson 2 — **Temperature and Reflex Check**

Objectives:

1. Students will be able to check small animal reflexes with 80% accuracy.
2. Given a 5" veterinary thermometer, students will be able to take and read to the nearest degree the temperature of small animals with 80% accuracy.

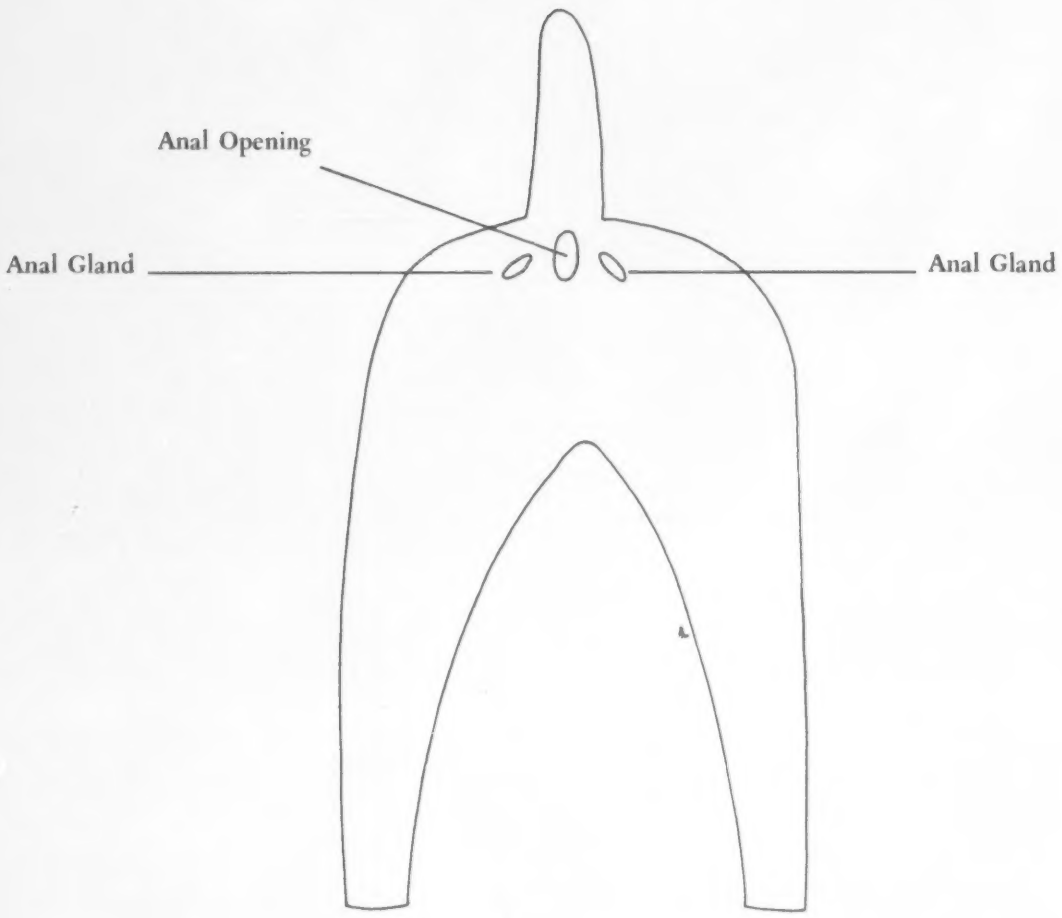
Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the need and importance of checking small animal reflexes.	Discuss and take notes.	10 min.	*Complete Book of Dog Care* *Complete Book of Cat Care*	
Demonstrate reflex check on small animals pointing out vital signs.	Practice reflex check on small animals.	30 min.	*Complete Book of Dog Care* *Complete Book of Cat Care*	
Discuss the need and importance of taking temperatures of small animals.	Discuss and take notes.	15 min.	*Complete Book of Dog Care* *Complete Book of Cat Care*	
Demonstrate method of taking small animal temperatures	Practice taking small animal temeperatures.	1 hour	*Complete Book of Dog Care* *Complete Book of Cat Care*	

Lesson 3 — Anal Gland Expression

Objective: Students will be able to remove accumulation of fluid in anal glands satisfactorily.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of removing fluid from anal glands.	Discuss and take notes.	15 min.	*Complete Book of Dog Care* *Complete Book of Cat Care*	"Anal Gland"
Demonstrate correct method of removing fluid from anal glands.	Practice removing fluid from anal glands.	45 min.	*Complete Book of Cat Care* *Complete Book of Dog Care*	

ANAL GLANDS



Lesson 4 **Breeding Small Animals**

Objectives:

1. Students will be able to identify various strains of animals and their breeding habits with 70% accuracy on an oral or written test.
2. Students will be able to choose and breed small animals of the same strain with 75% accuracy.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the need and importance of identifying various breed strains and their breeding habits with particular attention to genetics.	Discuss and take notes.	25 min	*Complete Book of Dog Care* *Complete Book of Cat Care*	
Demonstrate a method of breeding animals of the same strain and cross breeding.	Practice breeding small animals.	1 hour	*Complete Book of Cat Care* *Complete Book of Dog Care*	

Lesson 5 — Methods of Sterilization

Objectives:

1. Students will be able to cold sterilize instruments satisfactorily.
2. Students will be able to describe the function of and operate an autoclave satisfactorily.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the need and importance of correct methods of sterilization.	Discuss and take notes	15 min.	*The UFAW Handbook*	
Demonstrate the correct method for using a cold sterilizer and fluids.	Practice using cold sterilizer.	45 min.		
Discuss the operation of the autoclave and its function.	Discuss and take notes.	20 min.	*The UFAW Handbook*	
Demonstrate the operation of the autoclave in sterilization of instruments and supplies.	Practice operating autoclave.	1 hour		

Lesson 6 — Microscope Operation

Objective: Students will be able to properly set up slides and operate a microscope, identifying all of its parts with 75% accuracy.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the need and importance of the microscope and identify various parts.	Discuss and take notes	20 min.		"The Microscope"
Demonstrate the operation and parts of the microscope, stressing importance of slide care and mounting.	Practice operating microscope and setting up slides.	2 hrs.		
Written test on parts of the microscope.	Complete written test.	25 min.		"Compound Microscope Test"

Lesson 7 — **Identification of External Parasites**

Objectives: Students will be able to identify various strains of external parasites, including fleas, ticks, lice, and mites and describe their breeding habits with 70% accuracy.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the need and importance of external parasite identification and describe their breeding habits.	Discuss and take notes.	25 min.	*The Complete Book of Dog Care* *The Complete Book of Cat Care* *UFAW Handbook*	"External Parasites"
Demonstrate detection, removal, and identification of external parasite from host.	Practice detection, removal and identification of external parasites from host.	2 hours	*The Complete Book of Cat Care* *The Complete Book of Dog Care* *UFAW Handbook*	
Written test on identifying external parasites.	Complete written test.	30 min.		"External Parasite Test"

EXTERNAL PARASITES

Stages of the flea, enlarged fifty times. Left, adult; center, newly hatched larva; right, egg.

FLEAS

I Insects which jump and brown long-bodied insects that crawl on pets.
1. Females are large and crawl.
2. Males are smaller and jump.

II. Carry Disease
1. Spread tapeworm
2. Bubonic plague
3. Heartworm
4. Spread skin disease
5. Cause loss of weight
6. Poor coats

III. Types
1. Human flea
2. Dog flea
3. Cat flea
4. Sticktight flea

IV. Breeding
1. Produce large number of eggs
   a. Drop off host into cracks in floor, rugs, etc.
   b. May lie dormant for months.
   c. Need moisture and warmth to hatch.

2. Out of egg comes a worm, larva.
   a. Feeds on organic matter such as scales from skin.
   b. Grows quickly and spins a cocoon.
   c. Out of cocoons come males and females which look alike.

3. After they hatch they climb anything vertical and wait for host to jump on.

V. Sticktight fleas do not move or jump, but cling to skin often in large clusters.
1. Female burrows into skin and lays eggs.
2. Eggs hatch and larvae fall to ground.
3. Complete development in about four weeks.
4. More prevalent in warm climates than cold.

EXTERNAL PARASITES

Lice and nits, enlarged twenty-five times. Left, blood-sucking louse; center, biting louse; right, nit glued to hairs.

LOUSE

I. Lives all its life on animal or bird.
   1. All species of pets may be infested.
   2. No type can live more than three or four days off host.
   3. Two kinds are sucking and biting.
   4. Some red, some gray, some bluish.

II. Breeding
   1. Sucking type hatches from egg called nit, which female has fastened to hair in ten to twelve days.
      a. Sucking type crawls onto body of animal, fastens mouth in the skin and sucks blood.
      b. Large number can make host anemic and die.
   2. Biting type feeds on skin scales as well as blood.
      a. Male copulates with female and body fills with eggs.
      b. Female lets go of skin and crawls on hair and attaches silvery eggs.
      c. Hatch in five to eight days and mature in two to three weeks.

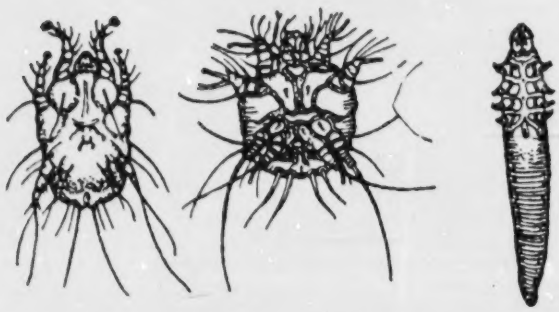
III. In general, infestation is spread by contact and close association.
   1. May move from cat to dog.
   2. Scratching spreads lice if picked up within three days.

Dog ticks, enlarged six times. Left shows adult female before feeding; right, adult male.

TICKS

I. Species may be present where no pet is kept.
   1. Feed on many species of domestic animals.
   2. One common characteristic is that ticks found on man and animal need blood to feed on at some stage of their life.
   3. Types
      a. Dog ticks
      b. Wood ticks
      c. Spotted-fever ticks
      d. Pacific Coast ticks
      e. Brown dog tick
      f. Lone-star tick
      g. Gulf Coast tick
      h. Black legged tick

II. Breeding
   1. Four stages:
      a. Egg
      b. Seed tick
      c. Nymph
      d. Adult
   2. Female lays enormous numbers of eggs on ground or in grass. (3000-6000)
   3. American dog tick hatches from egg as seed tick with six legs.
   4. Attaches itself to a rodent for two to twelve days until filled with blood.
   5. It now has eight legs, has molted, and is called a nymph.
   6. Attaches itself to a rodent for three to ten days, fills with blood, drops off and molts.
   7. Now mature, moves to path in woods, climbs bush and waits for larger animal to brush by and pick it up as new host.
   8. After female attaches to host, male crawls on her and mating occurs while female is filling with blood.
   9. Female feeds from five to thirteen days, falls to ground enormous, lays eggs and dies.



Mites which attack mammalian pets, all greatly enlarged. Left, ear mange mite; center, sarcoptic mange mite; right, demodectic mange mite, also called red and follicular mange mite.

MITES

I. Cause mange on pets and are microscopic

II. Species
  1. Red Mange mite
    a. Called demodectic and follicular mange mite.
    b. Symptoms are baldish area under eyes, cheeks, forehead or front legs.
    c. Breeding
      (1) Hatch from eggs appearing to be long globs, but grow quickly to look like minute eight legged worms.
      (2) Live in sweat glands and in hair follicles so when infected, hair soon drops off infected area.
      (3) Produce constantly and in eight days may number twelve thousand.
  2. Sarcoptic mange mites.
    a. Produce disease called scabies.
    b. Breeding
      (1) Mite is round with four pairs of short legs.
      (2) Female tunnels into skin and lays twenty to forty eggs which hatch in three to seven days.
      (3) Hatched larvae have three pairs of legs, molt to nymphs and molt again to adults.
      (4) Process takes two to three weeks.
      (5) Only adult female burrows beneath outside layer of skin.
      (6) Male lives under scabs or skin scales.
    c. Humans may be infected with scabies.
      (1) Spots itch persistently.
      (2) If on pets may be on owners.
      (3) Diagnosis is difficult because it is necessary to scrape the skin deeply in order to uncover burrowing females.

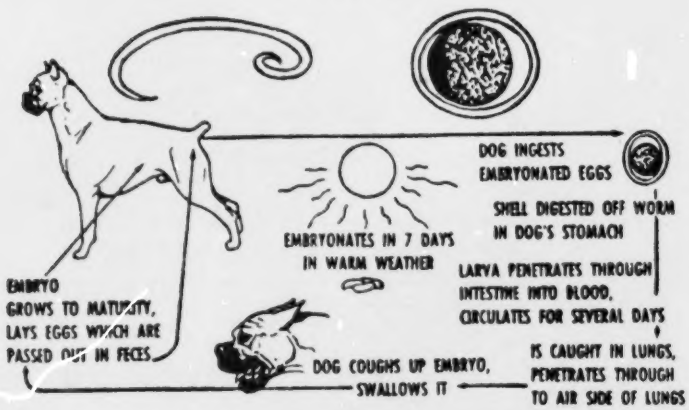
3. Ear Mange mites
   a. Round and have longer legs than sarcoptic mites.
   b. Live in ear canal causing a crumbly wax distinctive of normal wax, composed more of scabs because mites pierce skin to suck blood.
   c. Animals shake heads, distributing to other animals.
   d. Life cycle is similar to sarcoptic mite.

Lesson 8 — **Identification of Internal Parasites**

Objective: Students will be able to identify various strains of internal parasites, including roundworms, hookworms, whipworms, tapeworms, and heartworms and describe their breeding habits with 70% accuracy.

Teacher Activity	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need and importance of internal parasite identification and describe their breeding habits.	Discuss and take notes.	25 min.	*The Complete Book of Dog Care* *The Complete Book of Cat Care* *UFAW Handbook*	"Internal Parasites"
Demonstrate use of fecalyzer in detecting and identifying internal parasites.	Practice using fecalyzer in detecting internal parasites	2 hours	*The Complete Book of Dog Care* *The Complete Book of Cat Care* *UFAW Handbook*	
Written test on identifying internal parasites.	Complete written test	30 min.		"Internal Parasite Test"

INTERNAL PARASITES
Roundworms


DOG INGESTS EMBRYONATED EGGS
SHELL DIGESTED OFF WORM IN DOG'S STOMACH
EMBRYONATES IN 7 DAYS IN WARM WEATHER
LARVA PENETRATES THROUGH INTESTINE INTO BLOOD, CIRCULATES FOR SEVERAL DAYS
IS CAUGHT IN LUNGS, PENETRATES THROUGH TO AIR SIDE OF LUNGS
DOG COUGHS UP EMBRYO, SWALLOWS IT
EMBRYO GROWS TO MATURITY, LAYS EGGS WHICH ARE PASSED OUT IN FECES

Life history of a common roundworm. Above, left, mature worm; right, egg magnified four hundred times.

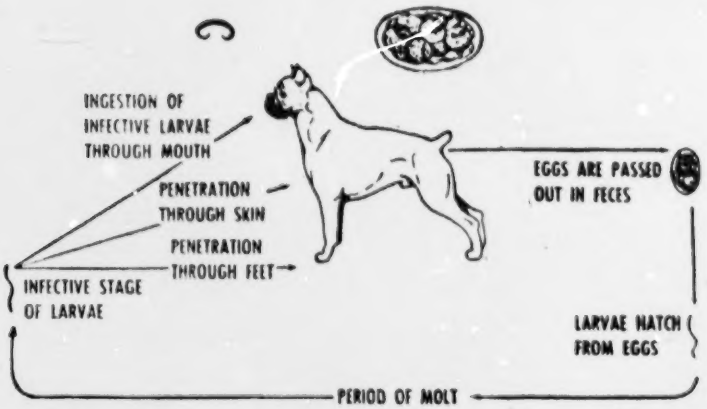
I. Characteristics:
   1. Whitish or yellowish worm which grows up to five inches long in the stomach and intestines of pets.
   2. Pointed at both ends and inclined to curl up when alive.
   3. When dead, it straightens out and seems bowed on each end.

II. Breeding
   1. Eggs pass out of animal with every bowel movement.
   2. In less than a week, a little worm forms in the egg if conditions are right.
   3. Egg is now in infective stage and can live for years waiting to be picked up by host.
   4. Enter host in many ways.
      a. Animal may walk where feces have been, but disintegrated leaving only eggs, lick themselves and become infested.
      b. Eggs may be on mother's breast
      c. Dog may drag bone through an intested area.

   5. Egg enters stomach where shell is digested and may be either one of two types.
   6. Toxascaris Leonina
      a. Larva passes into intestines, penetrates into lining, remains for ten days, and grows.
      b. Returns to hollow part of intestine and grows to maturity, feeding on partially digested food.
   7. Toxascaris Canis
      a. More harmful.
      b. Bore hole in intestinal lining and outer blood stream, where they grow.
      c. Travel to lungs in blood vessels and penetrate into air spaces in windpipe.
      d. Now move in mucous until irritation causes coughing where they will be expelled or passed down gullet to intestines.

INTERNAL PARASITES

Hookworms



Life history of the hookworm. In the body, the larvae behave much like the roundworm larvae, spending their early days in the dog's blood and lungs. They are coughed up and swallowed. They then attach themselves to the small intestine by their hooks. Above, left, hookworm life size; right, egg enlarged four hundred times.

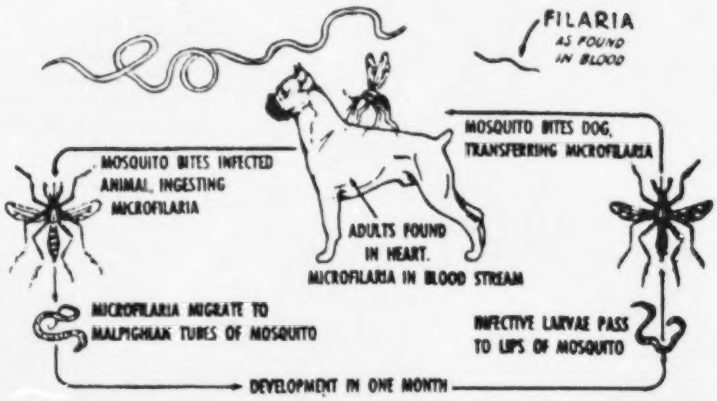
I. Characteristics
   1. Minute leeches living on blood which is sucked from intestine.
   2. Cling with set of hooks or teeth about the mouth.
   3. Cause anemia and loss of condition and heavy infestation may cause death.

II. Animal hookworm is not the same as hookworm anemia in humans.
   1. Animal hookworm is over five eighths of an inch long for females and less for males.

III. Breeding
   1. Eggs passed out of host in feces need warmth to develop.
   2. Eggs incubate from three to six days.
   3. Larvae emerge and develop into three stages.
      a. First stage larvae, molt in three days.
      b. Second stage larvae, molt in eight days.
      c. Third stage lie waiting for host
   4. Bore through the skin to reach blood stream.
   5. Usually ingested through the mouth and sometimes inhaled with dust kicked up where stools have disintegrated.
   6. If larvae reach blood stream by boring through skin of internal tissues, they eventually reach lungs, bore into air sacs, are coughed up, swallowed, reach intestine and molt two more times.
   7. Three weeks after larvae first entered body, they are able to lay eggs.

INTERNAL PARASITES

Heartworm



Life history of the heartworm. Above left, heartworm, one-half life size; right, microfilaria, enlarged four hundred times.

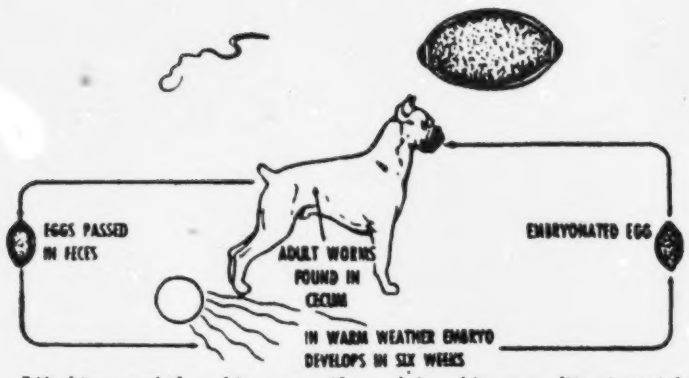
I. Characteristics
   1. Depend upon insect s for transmission and cause death and weakness to pets.
   2. Carriers can be fleas and lice but main carriers are mosquitoes.
   3. Live in the side of the heart which pumps blood directly to the lungs.
   4. Females are ten to twelve inches long and nearly one sixteenth inch in diameter, males are half as large.

II. Breeding
   1. Females do not lay eggs but produce larvae which float about in the blood.
   2. Mosquitoes suck blood which contain larvae.
   3. Larvae molt inside mosquito and change to infective stage.
   4. Mosquito deposits larvae into another dog's blood stream to grow to maturity, which takes months.
   5. Larvae in the blood may live for years after parent worms are dead.

III. Believed usually only found in warmer sections but no longer true; wherever there are mosquitoes heartworm is possible.

INTERNAL PARASITES

Whipworm

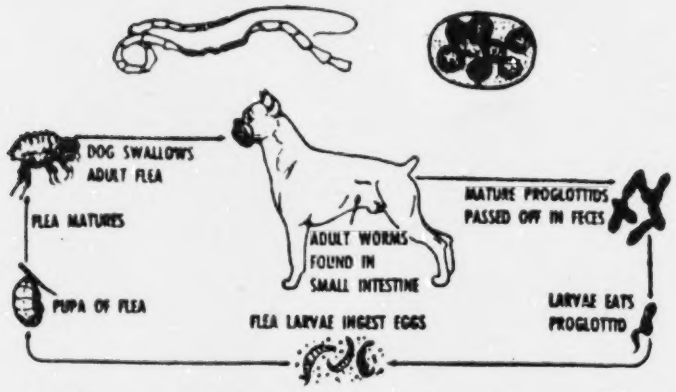


Life history of the whipworm. Above, left, whipworm, life size; right, egg, enlarged four hundred times.

I. Characteristics
   1. The body of the worm is about half an inch long and whip part is about one and a half inches.
   2. Whip part is sewed into lining of the intestine and can be withdrawn to move.
   3. Worm is very thin, about the size of a coarse sewing thread.
   4. Found in the intestine.

II. Breeding
   1. Females lay yellowish eggs of lemon shape.
   2. Incubation in soil requires about three weeks at a high temperature before embryos are infective.
   3. After ingested, larvae fasten themselves along intestine, chiefly in the large bowel or colon.

INTERNAL PARASITES
Flea-Host Tapeworm and Rabbit-Host Tapeworm


DOG SWALLOWS ADULT FLEA
FLEA MATURES
PUPA OF FLEA
ADULT WORMS FOUND IN SMALL INTESTINE
FLEA LARVAE INGEST EGGS
MATURE PROGLOTTIDS PASSED OFF IN FECES
LARVAE EATS PROGLOTTID

Life history of the flea-host tapeworm. Above, left, worm, life size. Often grows to be eighteen inches long. Right, capsule with eggs, enlarged one hundred and fifty times.

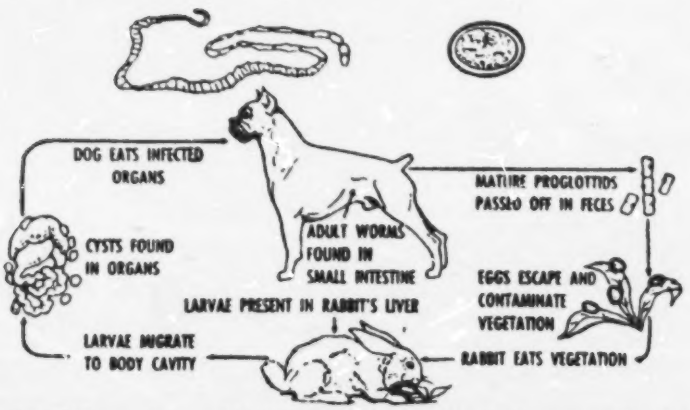
I. Characteristics of both
   1. Comparatively easy to remove tapeworms from pets but difficult to control infestation.

   2. Two types
      a. Armed have suckers and hooks with which they cling.
      b. Unarmed have a pair of grooves which hold to intestinal lining.

II. Flea-Host tapeworm
   1. Most common found in pets which are about a foot long.
   2. Head is smaller than a pinhead and the segments close to the head are stretched to the thickness of a thread, called the neck.
   3. Worm grows and sections become wider and shorter.
   4. Last few sections contain eggs and when ripe are passed out through stool.
   5. If no stool is present, the segment moves to anus where it clings and dries into small, brownish, seedlike grain which drops from the pet.
   6. Eggs are not passed without a lot of pressure to the segment, which makes detection not always possible.

INTERNAL PARASITES

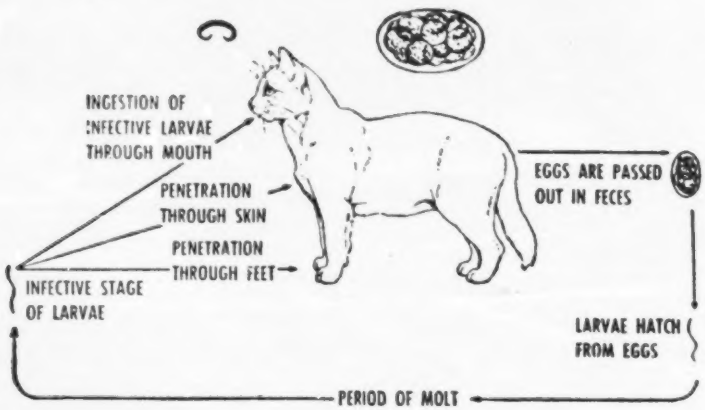
Rabbit-Host Tapeworm


DOG EATS INFECTED ORGANS
CYSTS FOUND IN ORGANS
ADULT WORMS FOUND IN SMALL INTESTINE
MATURE PROGLOTTIDS PASSED OFF IN FECES
EGGS ESCAPE AND CONTAMINATE VEGETATION
LARVAE PRESENT IN RABBIT'S LIVER
LARVAE MIGRATE TO BODY CAVITY
RABBIT EATS VEGETATION

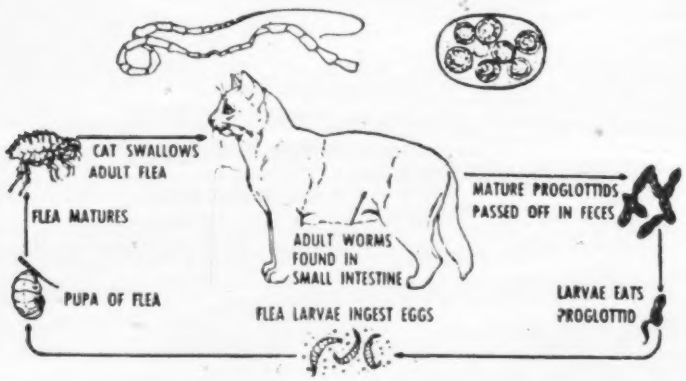
Life history of the rabbit-host tapeworm. Above, left, worm, life size. Often grows to be two or three feet long, Right, egg, enlarged four hundred times.

Rabbit-Host Tapeworm

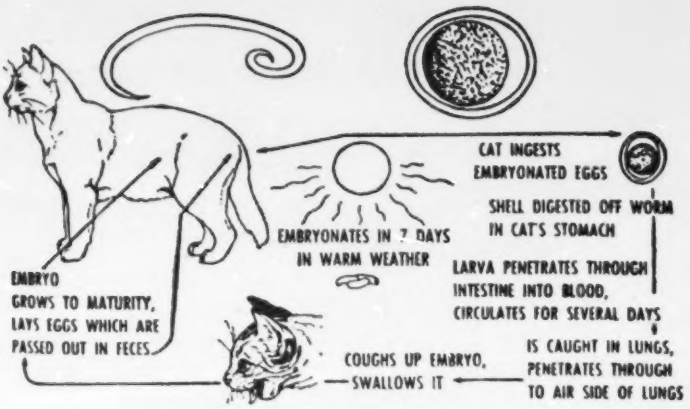
1. Coarser worm than flea-host.
2. Sometimes five to six feet long and segments are larger and more active.
3. Intermediate host is rabbit.
4. Tapeworm lays eggs passed out of animal's stool onto vegetation.
5. Rabbits eat and become infested.
6. Larvae work into liver of rabbits to develop, and from there attach to intestines.
7. Animal eats infested rabbit and soon becomes infested.



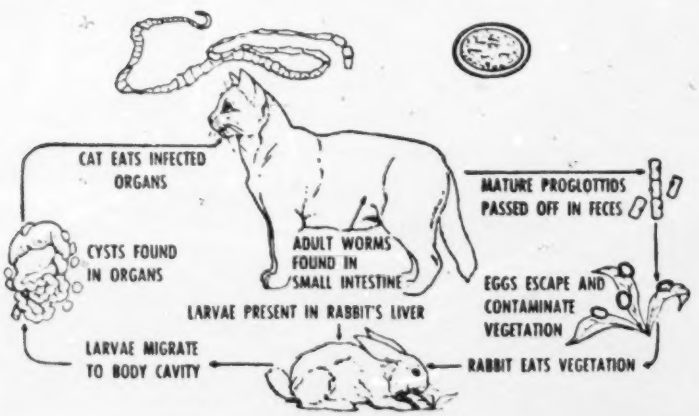
Life history of the hookworm. In the body, the larvae behave much like the roundworm larvae, spending their early days in the cat's blood and lungs. They are coughed up and swallowed. They then attach themselves to the small intestine by their hooks. Above, left, hookworm life size; right, egg enlarged [illegible]undred times.



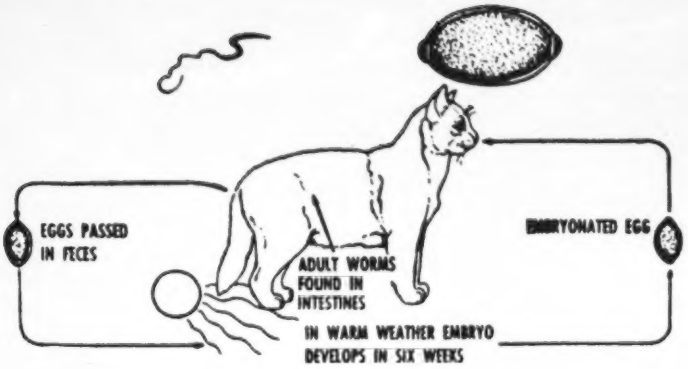
Life history of the flea-host tapeworm. Above, left, worm, life size. Often grows to be eighteen inches long. Right, capsule with eggs, enlarged one hundred and fifty times.



Life history of a common roundworm. Above, left, mature worm; right, egg magnified four hundred times.



Life history of the rabbit-host tapeworm. Above, left, worm, life size. Often grows to be two or three feet long. Right, egg, enlarged four hundred times.



Life history of the whipworm. Above, left, whipworm, life size; right, egg, enlarged four hundred times.

INTERNAL PARASITE TEST

1. List and identify the five types of internal parasites.

2. Describe how they are infested and their breeding habits.

EXTERNAL PARASITE TEST

1. List and identify the four types of external parasites.

2. Describe how they are infested and their breeding habits.

THE MICROSCOPE

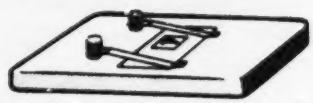
Care and Use

1

Comfortable position

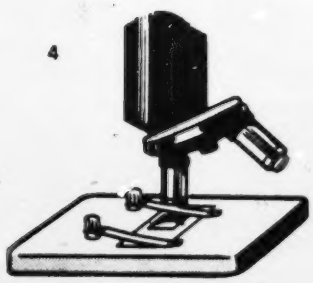
2

Adjust light



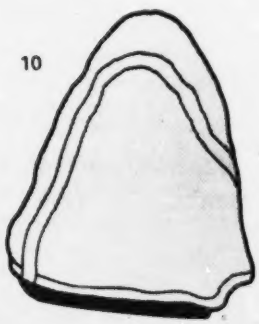
3

Position slide



4

Rack down to 5mm from slide

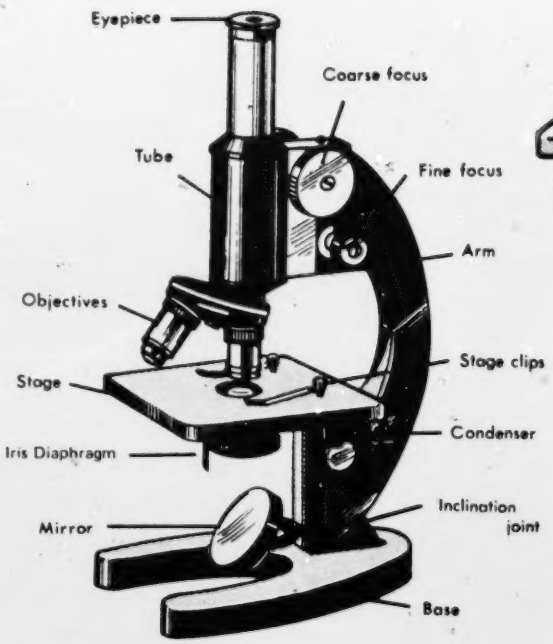


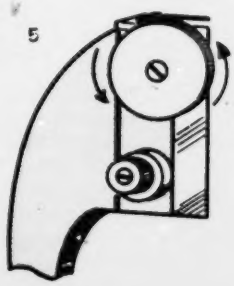
10

Store with cover in place

9

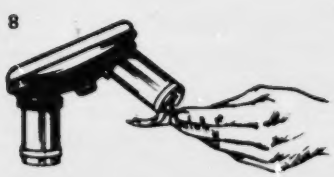
Carry properly





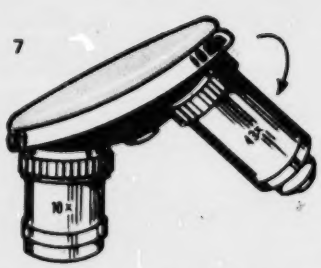
5

Focus by racking up with coarse adjustment



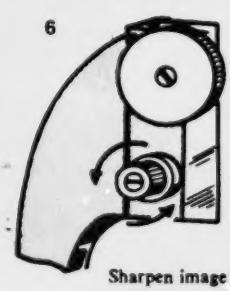
8

Keep lenses clean



7

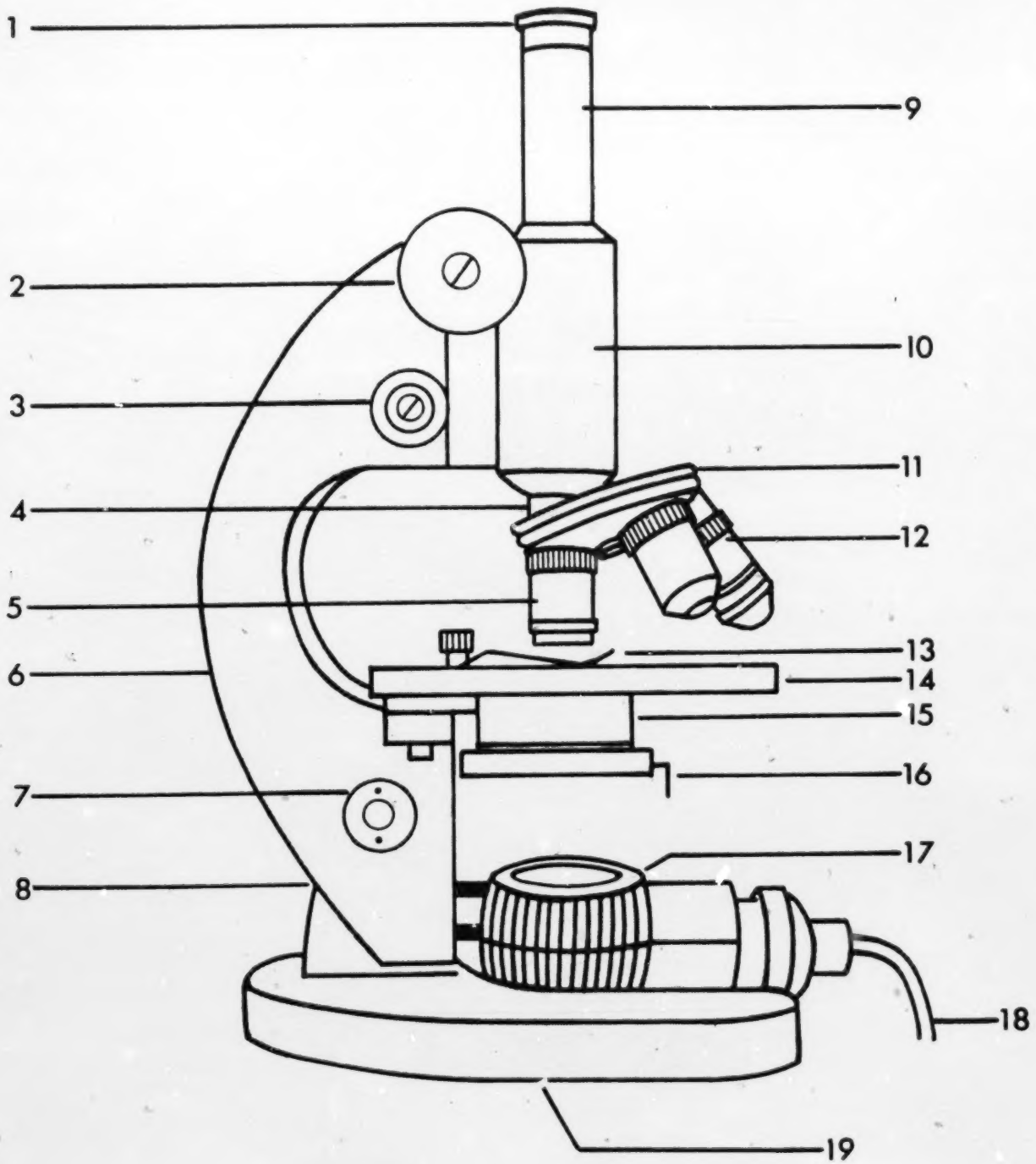
Change objective higher or lower



6

Sharpen image with fine adjustment

COMPOUND MICROSCOPE



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